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ABSTRACT

Noting that the decision to offer special sections or courses for superior communication students is often ignored because such students are not very visible in the traditional classroom, this paper focuses on some of the considerations involved in honors programs and proposes some guidelines for developing them based on extant honors programs and models of intellectual development in young adults. The first part of the paper explores established models for honors programs; nationally identified objectives for honors programs; a program at Miami University, Oxford, Ohio, that encompasses those objectives; and the departmental honors sequence of that program. The second section of the paper discusses guidelines for developing course/curriculum content, specifically Bloom's Educational Taxonomy and Perry's Scheme of Intellectual Development. A syllabus based on Bloom's Taxonomy is included. (Appendixes contain a more detailed list of the national honors program objectives, guidelines for participation in the Miami University Honors program, and more detailed presentations of Bloom's Taxonomy and Perry's Scheme of Intellectual Development.) (HTH)

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GUIDELINES FOR IMPLEMENTING AN HONORS PROGRAM IN COMMUNICATION

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GUIDELINES FOR IMPLEMENTING AN HONORS PROGRAM IN COMMUNICATION

Just as communication educators are attempting to understand and meet the special needs of communication deficient students, non-native speakers of English and international students in basic communication courses, superior students have special needs which may not be met in the traditional classroom. There is ample evidence to indicate that superior students can process information more quickly and can more readily apply it to practical experience. Often, however, the decision to offer special sections or courses for these special needs is ignored because superior students are not as visible in the traditional classroom. They manage quite well with traditional educational structures. The problem is that in such environments superior students are often not challenged to develop to their potential. For this reason, this paper will focus on some of the considerations and propose some guidelines for developing honors programs based on extant honors programs and models of intellectual development in young adults.

II. ESTABLISHED MODELS

A. Nationally Identified Objectives for Honors Programs

A number of conferences on the special problems and requirements of the superior student have been held in recent years and they have provided us with both practical and philosophical guidelines for course development. At the national level, the National Collegiate Honors Council/Inter-University Committee on the Superior Student has recommended numerous features to be included in the honors program. (See Appendix A for a complete listing.) Among the key elements in their recommendations are positive program visibility across the university, identification of superior students early in their college careers, careful formulation of coursework to suit the needs of these students, and adaptation of instructional methods for maximum impact. These general considerations are essential to the development of either a single honors section in a multi-sectioned departmental course, a sequence of offerings for departmental honors recognition, or a fully developed university-wide honors program.

B. University Honors Program

Miami University of Ohio Miami University of Ohio offers all three of the options listed previously. In its current form, the honors program is university-wide, covering each of the distinct colleges encompassing disciplines from accounting to zoology. (See Appendix B for specific requirements.) It operates a special honors dormitory and has plans to open another shortly. Students in the honors program plan honors events and lectures as well as publish their own honors newsletter. Most importantly, the university funds special freshman honors seminars and is

developing upper-level courses in every subject area for over 400 students in the program. A full-time director, associate director and assistant director of the program administer it and counsel students individually. In addition, faculty teaching the honors courses form governance committees for curriculum decision-making and administration of special grants.

Faculty and student evaluations of the honors program are enthusiastic. Course selection for the program is competitive and faculty member participation has increased dramatically with many faculty members submitting course proposals repeatedly. The experience in teaching an all-honors course is an unparalleled one for faculty especially when it is possible for them to teach in an area of specialization. The students also report intense interest in the program. A 1984 survey of all spring semester honors students reveals the reason. The survey records that 79% of the students found their honors courses more stimulating than their other coursework and 58% rated the courses considerably more stimulating. At the same time, the course workload was not significantly increased nor were grading standards made tougher. It appears that the extra care given the development of the honors courses engages higher level cognitive skills while maintaining the standard university course workload and grading expectations of students.

It should be mentioned that at the university level, the honors program at Miami University very closely follows the guidelines of the national committee. A structure for administration has developed out of natural demands upon the program and combines faculty and student representation at every decision-making level. It is also centralized in the honors dormitory and administrative offices which provides for optimum student identification and interaction with the program.

C. Departmental Honors Sequence

The honors sequence in the Department of Communication at Miami University developed earlier than the university-wide program. It began with a single special section of the basic public speaking course in 1980 and has since evolved into a sequence of coursework leading to departmental recognition at graduation. (See Appendix C for the specific program adopted.) The sequence of coursework leads the honors student from basic levels of skill and comprehension to higher levels of analysis and synthesis both within each of the course offerings and in the sequencing of the courses themselves. For instance, the student begins with a special section of the basic course, advances to more theoretical material in a survey of rhetorical theory, analyses the persuasion of contemporary society in a third course, and finally, undertakes a faculty directed senior study project in which s/he identifies a communication problem and evaluates it critically in a written and oral presentation. This sequence of

coursework has been carefully developed with the intellectual capabilities and development of the superior students in mind. The next section deals specifically with this process.

IV. GUIDELINES FOR DEVELOPING COURSE/CURRICULUM CONTENT

A. Bloom's Educational Taxonomy:

It is most useful to adopt a general educational taxonomy or a classification of the goals of the educational system to guide the development of the honors program particularly if the program encompasses several courses or departments. In the instance of a single honors course, a taxonomy can be an aid in designing the course objectives and activities with greater precision. Perhaps the most popular framework of educational objectives was developed in a concerted effort under the direction of Benjamin Bloom in a series of conferences between 1949 and 1953. The results are applicable to numerous educational institutions and learning environments. For this reason the use of Bloom's taxonomy is an excellent beginning point for developing the

honors program. 1

Bloom's taxonomy recognizes three dimensions of the learning process--the cognitive, affective and psychomotor. To this point, the cognitive is most fully evolved although there have been recent attempts to integrate the three dimensions.

2 This cognitive
dimension has been divided into six major classes of learning, each of which can be subdivided (see Appendix D for further development) These six areas of cognitive development are listed here and ranked in increasing difficulty. It should be noted

that each level builds upon the preceeding one: 3

1. KNOWLEDGE: This cognitive domain requires that students recall, remember, or recognize material they have previously encountered. Such material is usually specific, often isolable factors or bits of information such as terminology, data, methods of inquiry, conventions, trends, sequences, classifications, categories, criteria, methodologies, generalizations, theories or structures.

2. COMPREHENSION: This element asks that students organize material they have previously learned or which is part of their general fund of background information, rephrasing it, describing it in their own words, and using it for making comparisons to other learned material. Comparing and contrasting, explaining, describing, interpreting, recognizing patterns/trends and using examples to illustrate are all activities which occur at this level of cognition.

3. APPLICATION: This level requires that students use more abstract general ideas, procedures or methods to solve a newly confronted problem for which there is a single best solution. In successfully completing this task, students should be able to apply knowledge, classify information, chose relevant details, distinguish among ideas, and selectively employ abstract principles already learned.

4. ANALYSIS: This domain requires that students identify causes or motives, consider the information available in order to make a decision, and analyze a conclusion for its supporting material. At this level students should be able to infer, draw conclusions, distinguish among propositions, deduce, identify causes or reasons, and analyze arguments. This requires that they identify constituent elements, interactions or relationships among ideas.

5. SYNTHESIS: At this level, students form their own opinions and reach conclusions for problems which may have multiple solutions. This requires that students produce original thoughts, communicate them coherently, predict possible objections or outcomes, solve complex problems, plan and design arguments to advance their conclusions, and clearly state those arguments. The emphasis is placed upon combining parts to form a whole in a unique, new or creative way.

6. EVALUATION: This advanced level of cognition asks that students reach informed judgments about concepts, ideas, aesthetics or competing proposals. Such activities require that students state their opinions, critique those opinions as well as others, appraise values and beliefs, and evaluate competing ideas. Judgments should be based on both internal evaluation and external evaluation.

It should be apparent that this hierarchy of cognition requires that students operate at the basic levels first (KNOWLEDGE, COMPREHENSION, APPLICATION), then build upon those progressively until the highest levels are reached (ANALYSIS, SYNTHESIS, EVALUATION). This view of learning helps the instructor gain a perspective on the emphasis which should be given to certain behaviors in course plans. It aids an instructor in designing educational activities which progress systematically rather than stagnate at only one level of learning. It also forces an instructor to analyze the potential difficulty of the course and adjust it to the students needs. This latter reason is most important in developing course curriculum for the honors program. Instructors can design a single course that begins with lower level cognitive abilities and then progresses rapidly to the higher cognitive skills. Or, a system of courses can be built upon one another, lower level courses stressing areas of knowledge, comprehension and application while more advanced courses move into complex levels of analysis, synthesis and

evaluation. This development of coursework is ideal since instructional time is not misdirected nor are students frustrated at the simplicity or the complexity of the course.

No matter how well planned the course, perhaps one of the most difficult areas of course development is assessment of its objectives. A number of resources outside of the scope of this paper aid in measuring whether or not courses succeed in attaining their objectives such as student evaluations, peer reports,

systematic testing, and instructor self-evaluation. 4

Using this guide to construct assignments for the basic course in public speaking, the instructor should begin at the least difficult level of the hierarchy with an assignment dependent primarily upon knowledge or comprehension skills. For example, students could be asked to read about a form of speaking in the text (KNOWLEDGE) and display this understanding in an narrative/chronological/informative speech (COMPREHENSION). The next assignments should build upon these basic skills by asking students to apply learned concepts to problems in problem-solution types speaking or in a discussion of model speaking (APPLICATION). In succeeding assignments students should analyze an audience and adapt ideas to that group of listeners in persuasive speaking (ANALYSIS). The following level of cognitive development calls for a speaking assignment which allows students to adjust to competing ideas while advancing their own coherently formulated conclusions. A speaking situation such as a Lincoln-Douglas debate or a mock session of a parliamentary body accomplishes these goals (SYNTHESIS). Finally, at the advanced level students need to evaluate, appraise, judge as well as formulate their own opinions. An exercise in criticism accomplishes these goals--whether the student does an analysis of a popular movie, a formal rhetorical criticism or a critique of a literary work, s/he is exercising these cognitive skills (EVALUATION). The student in the honors program may need to refresh or reinforce skills at the lower level of the hierarchy but probably will advance to the higher level skills more rapidly than other students. The course plan and its attendant assignments can incorporate cognitive dimensions at the higher end of the scale. By assessing assignments and the coursework, this educational taxonomy can aid in the preparation of the course for the superior student. An abbreviated course syllabus might look like this:

Week #1	Introduction to Communication Process Activity: Readings	(KNOWLEDGE)
Weeks 2-4	Informative Speaking	

	Activity:	Readings	(KNOWLEDGE)
	Activity:	Research for speech	(COMPREHENSION)
	Activity:	Informative speech	(APPLICATION)
Weeks 5-9	Persuasive Speaking		
	Activity:	Readings	(KNOWLEDGE)
	Activity:	Research for speech	(COMPREHENSION)
	Activity:	Audience analysis	(ANALYSIS)
	Activity:	Persuasive speech	(APPLICATION)
	Activity:	Peer Feedback	(EVALUATION)
Weeks 10-15	Critical Thinking		
	Activity:	Readings	(KNOWLEDGE)
	Activity:	Research for debate	(COMPREHENSION)
	Activity:	Development of arguments	(ANALYSIS)
	Activity:	Mock parliament	(SYNTHESIS)
	Activity:	Debate	(SYNTHESIS)
	Activity:	Debate critique	(EVALUATION)

B. Perry's Scheme of Intellectual Development

Another model for the development of the college student's intellectual and ethical growth is available from the research of William Perry at Harvard University. In many ways, while this model is more difficult and less prescriptive, it is also more useful in terms of the individual honors course. Based on his observation of the evolution of the college student's world view, Perry argues that nine stages of intellectual development can be identified. (See Appendix E for detailed map.) The nine stages or positions of intellectual development can be grouped as

follows: 5

The first three positions of the scheme suggest that the student accepts a dualistic outlook on the world, differentiating between the in-group defined variously as family or authority vs. the out-group or all undifferentiated others.

1. BASIC DUALITY. Unquestioned assumption that opposition exists such as wrong vs. right, us vs. them, order vs. disorder, etc. Self is defined in terms of perceived rightness in this black-and-white universe.

2. MULTIPLICITY PRE-LEGITIMATE. View of the world as right and wrong accompanied by the perception that the incorrect or wrong segment of the world is caused by inherent confusion. Since authority understands the real reasons for confusion in those who are wrong, alignment with authority is strong.

3. MULTIPLICITY SUBORDINATE. Acceptance of multiple world views with the explanation that multiplicity is caused by the lack of all the right answers. Assumption that those answers can be determined when all the "facts" are known. There is trust that authority will find the correct answers.

Positions 4 through 6 admit relativism with varying interpretations of the role of the self and authority.

4. MULTIPLICITY CORRELATE OR RELATIVISM SUBORDINATE. More complex restructuring of duality to include the multiplicity of points of view. Absolute answers may be seen as inaccessible to individuals but clear to authorities. The importance of individual opinion emerges.

5. RELATIVISM CORRELATE, COMPETING OR DIFFUSE. Intrinsic existence of relative points of view admitted particularly in certain areas of knowledge--"subjective" as opposed to "objective" disciplines. The role of authority is unchallenged in the objective realm but authority is seen as not having all the answers in the subjective realm.

6. COMMITMENT FORESEEN. Realization that in a world of relative points of view, individual commitment and its limitations must be accepted. Authority cannot make judgments for the individual.

The positions 7 through 9 involve a changing view of commitments in a universe of multiple viewpoints. The role of authority is diminished and the importance of self is emphasized along with the responsibility of the individual for decision-making and its implications.

7. INITIAL COMMITMENT. Acceptance of the self as the origin of the point of view which one holds and through which the universe is perceived. Implications of this affirmation are not fully realized.

8. ORIENTATIONS IN IMPLICATIONS OF COMMITMENT. Implications of the commitments to individual points of view initially realized. Acceptance of values, group memberships and the role of authorities are examined in light of the individual's decision-making capabilities and responsibilities.

9. DEVELOPING COMMITMENTS. Understanding and acceptance of the changing nature of commitments as a growth of self. Changes in outlook and the implications of action and judgment are accepted as part of the process of living.

Note: At each point on this continuum, the individual can delay or deny change through the mechanisms of retreat.

This system of understanding knowledge assumes, like Bloom's Taxonomy of Educational Objectives, that intellectual development occurs in a progressive pattern in which more complex forms are created by the differentiation and reintegration of earlier, simpler forms. In addition, it understands that students bring to the academic setting expectations which are based upon forms or orders the student has previously developed. It is the interaction of these expectations with the experiences (physical, social, internal, etc.) of the college environment, including the classroom, which the student confronts and attempts to assimilate. This model also recognizes that not all change occurs in the positive direction but that the individual can delay or deny movement along the continuum. There is also an attempt to eliminate or at least recognize the "growth is positive" bias inherent in hierarchical models.

Perry's assumption, like that of Bloom, is that if the college instructor understands the expectancies brought to the classroom and the results of the interactions of those expectations with classroom experiences, then s/he can aid in the transitional process. This is especially probable if the instructor understands the forms of intellectual and ethical development which frequently occur in young adults. Perry's scheme of intellectual development is invaluable to this basic understanding. It provides a way of identifying the classroom experiences which might prove to be catalysts in the intellectual development of students.

CONCLUSION

The superior student presents the faculty instructor with a challenge which is somewhat different than the other groups of students with special needs. While the superior student can 'get along' in the traditional classroom, the optimum degree of intellectual stimulation and development can occur only if the special needs of such students are taken into consideration. Special honors sections of the basic course, departmental honors programs or university-wide programs for honors students can help to meet these special needs.

In preparing the honors program or individual course, the instructor can take advantage of educational resources. National committees have established goals for such programs. Operating models both at the university and department level offer practical guidelines for honors courses and, for the understanding of the cognitive development of the superior student, frameworks of intellectual development like Bloom's Taxonomy of Educational Objectives and Perry's scheme of intellectual and ethical development are readily available. With forethought and planning of the special honors communication course, we can provide the classroom structure and experience

which foster the optimum development of the superior student.

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1. Benjamin S. Bloom, ed., TAXONOMY OF EDUCATIONAL OBJECTIVES: THE CLASSIFICATION OF EDUCATIONAL GOALS, vol. I (New York: David McKay Company, Inc., 1956).

2. Jerry Feezel, "Toward a Confluent Taxonomy of Cognitive, Affective, and Psychomotor Abilities in Communication," COMMUNICATION EDUCATION, 34 (1985), 1-11.

3. Douglas Trank, INSTRUCTOR'S GUIDE TO USING PRINCIPLES OF SPEECH COMMUNICATION (Glenview, Il.: Scott, Foresman and Company, 1980).

4. C.R. Carlson, "Feedback for Learning," in ON COLLEGE TEACHING, ed. Ohmer Milton, et. al. (San Francisco: Jossey-Bass, 1978), pp. 125-52.

5. William G. Perry, Jr., FORMS OF INTELLECTUAL AND ETHICAL DEVELOPMENT IN THE COLLEGE YEARS: A SCHEME (New York: Holt, Rinehart, Winston, 1970).

APPENDIX A

NATIONAL COLLEGIATE HONORS COUNCIL/INTER-UNIVERSITY COMMITTEE ON THE SUPERIOR STUDENT -- RECOMMENDED FEATURES FOR HONORS PROGRAMS

1. Identify and select students of higher ability as early as possible. This involves far closer cooperation than has hitherto been the case with high schools and preparatory schools. The proper uses of predictive techniques, past records, entrance tests and interviews, and studies of aptitude, motivation and achievement are now being explored and much experience is being canvassed.
2. Start programs for these students immediately upon admission to the college or university and admit other superior students into these programs whenever they are later identified by their teachers.
3. Make such programs continuous and cumulative through all four years with Honors counseling especially organized and equally continuous.
4. Formulate such programs so that they will relate effectively both to all the college work for the degree and to the area of concentration, departmental specialization, pre-professional or professional training.
5. Make the programs varied and flexible by establishing special courses, ability sections, Honors seminars, colloquia and independent study. Advanced placement and acceleration will serve in a contributory role.
6. Make the Honors program increasingly visible throughout the institution so that it will provide standards and models of excellence for all students and faculty, and contribute to the substitution of an "Honors outlook" for the "grade outlook."
7. Employ methods and materials appropriate to superior students. Experience has shown that this involves:
   a. Bringing the abler students together in small groups or classes of from 5 to 20 students.
   b. Using primary sources and original documents rather than textbooks where possible.
   c. Less lecturing and predigesting by the faculty of content to be covered; approaching selectively the subject matter to be covered; discouraging passive note taking; encouraging student adventure with ideas in open discussion—the colloquium method with appropriate modification of this method in science and professional schools.
   d. Supplementing the above with increased independent study, research and summer projects.
   e. Continuous counseling, in the light of the individual student's development, by teaching personnel, not by full-time non-teaching counselors.
   f. Giving terminal examinations to test the Honors results.

8. Select faculty qualified to give the best intellectual leadership to able students and fully identified with the aims of the program.
9. Set aside, where possible, such requirements as are restrictive of a good student's progress, thus increasing his freedom among the alternative facets of the Honors and regular curriculum.
10. Build in devices of evaluation to test both the means used and the ends sought by an Honors program.
11. Establish a committee of Honors students to serve as liaison with the Honors Committee or Council. Keep them fully informed on the program and elicit their cooperation in evaluation and development.
12. Use good students wherever feasible as apprentices in teaching and as research assistants to the best men on the faculty.
13. Employ Honors students for counseling, orientation and other academic advisory purposes in the general student body.
14. Establish, where possible, an Honors center with Honors library, lounge, reading rooms and other appropriate decor.
15. Assure that such programs will be permanent features of the curriculum and not dependent on temporary or spasmodic dedication of particular faculty men or administrators—in other words, institutionalize such programs, budget them and build thereby a tradition of excellence.

The inauguration of an Honors program need not await the above full implementation but can be started where feasible and proceed in the direction of a full program.

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APPENDIX B

UNIVERSITY HONORS PROGRAM

The following are the guidelines governing the continued participation of students in the University Honors Program:

1. The expected pattern of progress of University Honors students will be

   a. completion of two freshmen seminars with grades of B or better within the first three semesters on campus;

   b. completion of six hours of upper-class honors work during the sophomore and junior year;

   c. completion of a departmental honors program (if available);

   d. completion of at least three hours of directed study during the senior year.

2. Students will be expected to earn

   a. a 3.2 grade point average after thirty hours of course work;

   b. a 3.4 grade point average after 96 hours of course work.

3. Students failing to meet these minimum expectations will be informed that they are not making expected progress. If they wish to continue to be considered Honors students, they will be asked to meet with the Associate Director. The Associate Director will have the option, with the approval of the Director, to readmit students to the program and develop course work or grade point expectations to be met if the student is to remain in good standing.

4. The following regulation will govern the conferring of Honors recognition:

   a. To receive Freshmen Honors, a student must complete two freshmen seminars with grades of B or better and earn a 3.2 after thirty Miami credit hours.

   b. To receive University Honors, students must complete two freshmen seminars with grades of B or better, two upper level honors courses with grades of B or better, Departmental Honors (if available), a senior directed study project of at least three credit hours, and attain a cumulative grade point average of at least 3.5 at the time of graduation.

Adopted September 10, 1983

APPENDIX C

DEPARTMENTAL HONORS PROPOSAL

I. In order to receive Departmental Honors, students must complete two honors courses within the Department and a senior directed study project of at least three credit hours while maintaining a grade point average of at least 3.5 in the major at the time of graduation.

II. Courses within the Department will be considered for honors credit if:

a. They are offered for honors credit by area/department action and the course number is followed by an H designation; or

b. They meet the following criteria:

1. The course is taught by a University faculty member within the Department of Communication and Theatre.

2. An agreement as to the requirements for honors credit is reached between the student and the faculty member and a written copy of these requirements is filed using the Independent Study Form with the Departmental secretary after approval by the Chairperson of the Department of Communication and Theatre.

3. The requirements for honors credit should foster the intellectual development of the student by encouraging any or all of the following:

a) Critical thinking
b) Creativity
c) Written expression
d) Verbal expression
e) Student responsibility for learning
f) In-depth investigation of some aspect of the discipline

III. The senior directed study project must adhere to the following guidelines:

1. The project must be directed by a faculty member within the Department of Communication and Theatre.

2. Requirements for the senior directed study project must be filed using the Independent Study Form with the Departmental secretary after approval by the Chairperson of the Department of Communication and Theatre.

3. Upon completion, the project will be read by the Director/Associate Director of the University Honors Program to provide additional critical response to enhance the student's learning from the project.

4. The project should foster the intellectual development of the student by encouraging any or all of the following:

a) Critical thinking
b) Creativity
c) Written expression
d) Verbal expression
e) Student responsibility for learning
f) In-depth investigation of some aspect of the discipline

5. Copies of the final senior directed study project must be filed with the University Honors Office and the Department of Communication and Theatre.

APPENDIX D

Condensed Version of the Taxonomy of Educational Objectives

Cognitive Domain

KNOWLEDGE

1.00 KNOWLEDGE

Knowledge, as defined here, involves the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure, or setting. For measurement purposes, the recall situation involves little more than bringing to mind the appropriate material. Although some alteration of the material may be required, this is a relatively minor part of the task. The knowledge objectives emphasize most the psychological processes of remembering. The process of relating is also involved in that a knowledge test situation requires the organization and reorganization of a problem such that it will furnish the appropriate signals and cues for the information and knowledge the individual possesses. To use an analogy, if one thinks of the mind as a file, the problem in a knowledge test situation is that of finding in the problem or task the appropriate signals, cues, and clues which will most effectively bring out whatever knowledge is filed or stored.

1.10 KNOWLEDGE OF SPECIFICS

The recall of specific and isolable bits of information. The emphasis is on symbols with concrete referents. This material, which is at a very low level of abstraction, may be thought of as the elements from which more complex and abstract forms of knowledge are built.

1.11 KNOWLEDGE OF TERMINOLOGY

Knowledge of the referents for specific symbols (verbal and non-verbal). This may include knowledge of the most generally accepted symbol referent, knowledge of the variety of symbols which may be used for a single referent, or knowledge of the referent most appropriate to a given use of a symbol.

*To define technical terms by giving their attributes, properties, or relations.

*Familiarity with a large number of words in their common range of meanings.

1.12 KNOWLEDGE OF SPECIFIC FACTS

Knowledge of dates, events, persons, places, etc. This may include very precise and specific information such as the specific date or exact magnitude of a phenomenon. It may also include approximate or relative information such as an approximate time period or the general order of magnitude of a phenomenon.

*The recall of major facts about particular cultures.

*The possession of a minimum knowledge about the organisms studied in the laboratory.

1.20 KNOWLEDGE OF WAYS AND MEANS OF DEALING WITH SPECIFICS

Knowledge of the ways of organizing, studying, judging, and criticizing. This includes the methods of inquiry, the chronological sequences, and the standards of judgment within a field as well as the patterns of organization through which the areas of the fields themselves are determined and internally organized. This knowledge is at an intermediate level of abstraction between specific knowledge on the one hand and knowledge of universals on the other. It does not so much demand the activity of the student in using the materials as it does a more passive awareness of their nature.

1.21 KNOWLEDGE OF CONVENTIONS

Knowledge of characteristic ways of treating and presenting ideas and phenomena. For purposes of communication and consistency, workers in a field employ usages, styles, practices, and forms which best suit their purposes and/or which appear to suit best the phenomena with which they deal. It should be recognized that although these forms and conventions are likely to be set up on arbitrary, accidental, or authoritative bases, they are retained because of the general agreement or concurrence of individuals concerned with the subject, phenomena, or problem.

*Familiarity with the forms and conventions of the major types of works, e.g., verse, plays, scientific papers, etc.

*To make pupils conscious of correct form and usage in speech and writing.

1.22 KNOWLEDGE OF TRENDS AND SEQUENCES

Knowledge of the processes, directions, and movements of phenomena with respect to time.

*Understanding of the continuity and development of American culture as exemplified in American life.

*Knowledge of the basic trends underlying the development of public assistance programs.

1.23 KNOWLEDGE OF CLASSIFICATIONS AND CATEGORIES

Knowledge of the classes, sets, divisions, and arrangements which are regarded as fundamental for a given subject field, purpose, argument, or problem.

*To recognize the area encompassed by various kinds of problems or materials.

*Becoming familiar with a range of types of literature.

1.24 KNOWLEDGE OF CRITERIA

Knowledge of the criteria by which facts, principles, opinions, and conduct are tested or judged.

*Familiarity with criteria for judgment appropriate to the type of work and the purpose for which it is read.

*Knowledge of criteria for the evaluation of recreational activities.

*Illustrative educational objectives selected from the literature.

from: Benjamin Bloom, ed., Taxonomy of Educational Objectives: The Classification of Educational Goals (New York: David McKay, 1956).

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1.25 KNOWLEDGE OF METHODOLOGY

Knowledge of the methods of inquiry, techniques, and procedures employed in a particular subject field as well as those employed in investigating particular problems and phenomena. The emphasis here is on the individual's knowledge of the method rather than his ability to use the method.

*Knowledge of scientific methods for evaluating health concepts.

*The student shall know the methods of attack relevant to the kinds of problems of concern to the social sciences.

1.30 KNOWLEDGE OF THE UNIVERSALS AND ABSTRACTIONS IN A FIELD

Knowledge of the major schemes and patterns by which phenomena and ideas are organized. These are the large structures, theories, and generalizations which dominate a subject field or which are quite generally used in studying phenomena or solving problems. These are at the highest levels of abstraction and complexity.

1.31 KNOWLEDGE OF PRINCIPLES AND GENERALIZATIONS

Knowledge of particular abstractions which summarize observations of phenomena. These are the abstractions which are of value in explaining, describing, predicting, or in determining the most appropriate and relevant action or direction to be taken.

*Knowledge of the important principles by which our experience with biological phenomena is summarized.

*The recall of major generalizations about particular cultures.

1.32 KNOWLEDGE OF THEORIES AND STRUCTURES

Knowledge of the body of principles and generalizations together with their interrelations which present a clear, rounded, and systematic view of a complex phenomenon, problem, or field. These are the most abstract formulations, and they can be used to show the interrelation and organization of a great range of specifics.

*The recall of major theories about particular cultures.

*Knowledge of a relatively complete formulation of the theory of evolution.

INTELLECTUAL ABILITIES AND SKILLS

Abilities and skills refer to organized modes of operation and generalized techniques for dealing with materials and problems. The materials and problems may be of such a nature that little or no specialized and technical information is required. Such information as is required can be assumed to be part of the individual's general fund of knowledge. Other problems may require specialized and technical information at a rather high level such that specific knowledge and skill in dealing with the problem and the materials are required. The abilities and skills objectives emphasize the mental processes of organizing and reorganizing material to achieve a particular purpose. The materials may be given or remembered.

2.00 COMPREHENSION

This represents the lowest level of understanding. It refers to a type of understanding or apprehension such that the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating it to other material or seeing its fullest implications.

2.10 TRANSLATION

Comprehension as evidenced by the care and accuracy with which the communication is paraphrased or rendered from one one language or form of communication to another. Translation is judged on the basis of faithfulness and accuracy, that is, on the extent to which the material in the original communication is preserved although the form of the communication has been altered.

*The ability to understand non-literal statements (metaphor, symbolism, irony, exaggeration).

*Skill in translating mathematical verbal material into symbolic statements and vice versa.

2.20 INTERPRETATION

The explanation or summarization of a communication. Whereas translation involves an objective part-for-part rendering of a communication, interpretation involves a reordering, rearrangement, or a new view of the material.

*The ability to grasp the thought of the work as a whole at any desired level of generality.

*The ability to interpret various types of social data.

2.30 EXTRAPOLATION

The extension of trends or tendencies beyond the given data to determine implications, consequences, corollaries, effects, etc., which are in accordance with the conditions described in the original communication.

*The ability to deal with the conclusions of a work in terms of the immediate inference made from the explicit statements.

*Skill in predicting continuation of trends.

3.00 APPLICATION

The use of abstractions in particular and concrete situations. The abstractions may be in the form of general ideas, rules of procedures, or generalized methods. The abstractions may also be technical principles, ideas, and theories which must be remembered and applied.

*Application to the phenomena discussed in one paper of the scientific terms or concepts used in other papers.

*The ability to predict the probable effect of a change in a factor on a biological situation previously at equilibrium.

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4.00 ANALYSIS

The breakdown of a communication into its constituent elements or parts such that the relative hierarchy of ideas is made clear and/or the relations between the ideas expressed are made explicit. Such analyses are intended to clarify the communication, to indicate how the communication is organized, and the way in which it manages to convey its effects, as well as its basis and arrangement.

4.10 ANALYSIS OF ELEMENTS

Identification of the elements included in a communication.

- *The ability to recognize unstated assumptions.
- *Skill in distinguishing facts from hypotheses.

4.20 ANALYSES OF RELATIONSHIPS

The connections and interactions between elements and parts of a communication.

- *Ability to check the consistency of hypotheses with given information and assumptions.
- *Skill in comprehending the interrelationships among the ideas in a passage.

4.30 ANALYSIS OF ORGANIZATIONAL PRINCIPLES

The organization, systematic arrangement, and structure which hold the communication together. This includes the "explicit" as well as "implicit" structure. It includes the bases, necessary arrangement, and the mechanics which make the communication a unit.

- *The ability to recognize form and pattern in literary or artistic works as a means of understanding their meaning.
- *Ability to recognize the general techniques used in persuasive materials, such as advertising, propaganda, etc.

5.00 SYNTHESIS

The putting together of elements and parts so as to form a whole. This involves the process of working with pieces, parts, elements, etc., and arranging and combining them in such a way as to constitute a pattern or structure not clearly there before.

5.10 PRODUCTION OF A UNIQUE COMMUNICATION

The development of a communication in which the writer or speaker attempts to convey ideas, feelings, and/or experiences to others.

- *Skill in writing, using an excellent organization of ideas and statements.
- *Ability to tell a personal experience effectively.

5.20 PRODUCTION OF A PLAN, OR PROPOSED SET OF OPERATIONS

The development of a plan of work or the proposal of a plan of operations. The plan should satisfy requirements of the task which may be given to the student or which he may develop for himself.

- *Ability to propose ways of testing hypotheses.
- *Ability to plan a unit of instruction for a particular teaching situation.

5.30 DERIVATION OF A SET OF ABSTRACT RELATIONS

The development of a set of abstract relations either to classify or explain particular data or phenomena, or the deduction of propositions and relations from a set of basic propositions or symbolic representations.

- *Ability to formulate appropriate hypotheses based upon an analysis of factors involved, and to modify such hypotheses in the light of new factors and considerations.
- *Ability to make mathematical discoveries and generalizations.

6.00 EVALUATION

Judgments about the value of material and methods for given purposes. Quantitative and qualitative judgments about the extent to which material and methods satisfy criteria. Use of a standard of appraisal. The criteria may be those determined by the student or those which are given to him.

6.10 JUDGMENTS IN TERMS OF INTERNAL EVIDENCE

Evaluation of the accuracy of a communication from such evidence as logical accuracy, consistency, and other internal criteria.

- *Judging by internal standards, the ability to assess general probability of accuracy in reporting facts from the care given to exactness of statement, documentation, proof, etc.
- *The ability to indicate logical fallacies in arguments.

6.20 JUDGMENTS IN TERMS OF EXTERNAL CRITERIA

Evaluation of material with reference to selected or remembered criteria.

- *The comparison of major theories, generalizations, and facts about particular cultures.
- *Judging by external standards, the ability to compare a work with the highest known standards in its field--especially with other works of recognized excellence.

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APPENDIX E

GLOSSARY

The following glossary is reproduced from the *Judge's Manual*. It provides a reference for certain terms appearing in the text, and on the Chart, to which a particular meaning is assigned.

Absolute

The established Order; The Truth, conceived to be the creation and possession of the Deity, or simply to exist, as in a Platonic world of its own; The Ultimate Criterion, in respect to which all propositions and acts are either right or wrong.

Accommodation

The modification or reorganization of a structure in response to incongruities produced by assimilations.

Adherence Chart code: A (contrast Opposition)

1) Alignment of self with Authority in a Dualistic structuring of the world; or

2) In parentheses: (A), a "conservative" preference in a relativistic structuring of the world.

Assimilation Chart code: parentheses ( )

The connection of a new percept to an extant structure. This may require various degrees of subordination of the implications of the new percept to the demands of an extant structure, and/or various degrees of accommodation of the structure.

On the Chart, the quantity within the parentheses is to be read as assimilated to the structure preceding the parenthesis; for example, 4A (M) reads "Multiplicity assimilated to Adherence in structure of Position 4."

Authority (upper-case A)

The possessors of the right answers in the Absolute, or the mediators of some (as viewed in Adherence); or the false or unfair pretenders to the right answers in the Absolute (as viewed in Opposition).

authority (lower-case a)

An aspect of social organization and interaction in a relative world, with many differentiations (e.g., power, expertise, etc.).

Commitment Chart code: C

An affirmation of personal values or choice in Relativism. A conscious act or realization of identity and responsibility. A process of orientation of self in a relative world.

The word Commitment (capital C) is reserved for this integrative, affirmative function, as distinct from 1) commitment to an unquestioned or unexamined belief, plan, or value, or 2) commitment to nihilistic alienation or dissociation.

defensive (adjective descriptive of Adherence or Opposition) Chart code: Ad or Od

Adherence or Opposition functioning in internal structures of emotional control so as to produce high resistance to qualification, ambiguity, or change.

Dualism or Duality (upper-case D)

A bifurcated structuring of the world between Good and Bad, Right and Wrong, We and Others.

Complex Dualism – a Dualism in which one alternative is itself dualistically structured.

dualism or duality (lower-case d)

Any binary function in a relative world, e.g., the right/wrong quality of a proposition in a specified context.

Escape

The denial of the implications for growth in Positions 4 and 5 by Dissociation or Encapsulation in the structure of these Positions.

Dissociation Chart code: D

Sustained opportunistic denial of responsibilities implied for the self in Multiplicity or Relativism.

Encapsulation Chart code: E

Consolidated assimilation of Multiplicity or Relativism to a Dualistic structure, projecting responsibility on Authority.

Growth

Progression from one structure to a higher structure as defined in the scheme.

Multiplicity Chart code: M

A plurality of "answers," points of view, or evaluations, with reference to similar topics or problems. This plurality is perceived as an aggregate of discretes without internal structure or external relation, in the sense, "Anyone has a right to his own opinion," with the implication that no judgments among opinions can be made. (compare Relativism)

Opposition Chart code: O (contrast Adherence)

1) Alignment vs. Authority in a Dualistic structuring of the world; or

2) In parentheses: (O), a preference for change and experimentation, as opposed to conservation, in a relativistic structuring of the world.

Position (1 to 9 etc. on the Chart)

That structure representing the mode, or central tendency, among the forms through which an individual construes the world of knowledge and values at a given time in his life.

Relativism Chart code: R

A plurality of points of view, interpretations, frames of reference, value systems and contingencies in which the structural properties of contexts and forms allow of various sorts of analysis, comparison and evaluation in Multiplicity.

Retreat

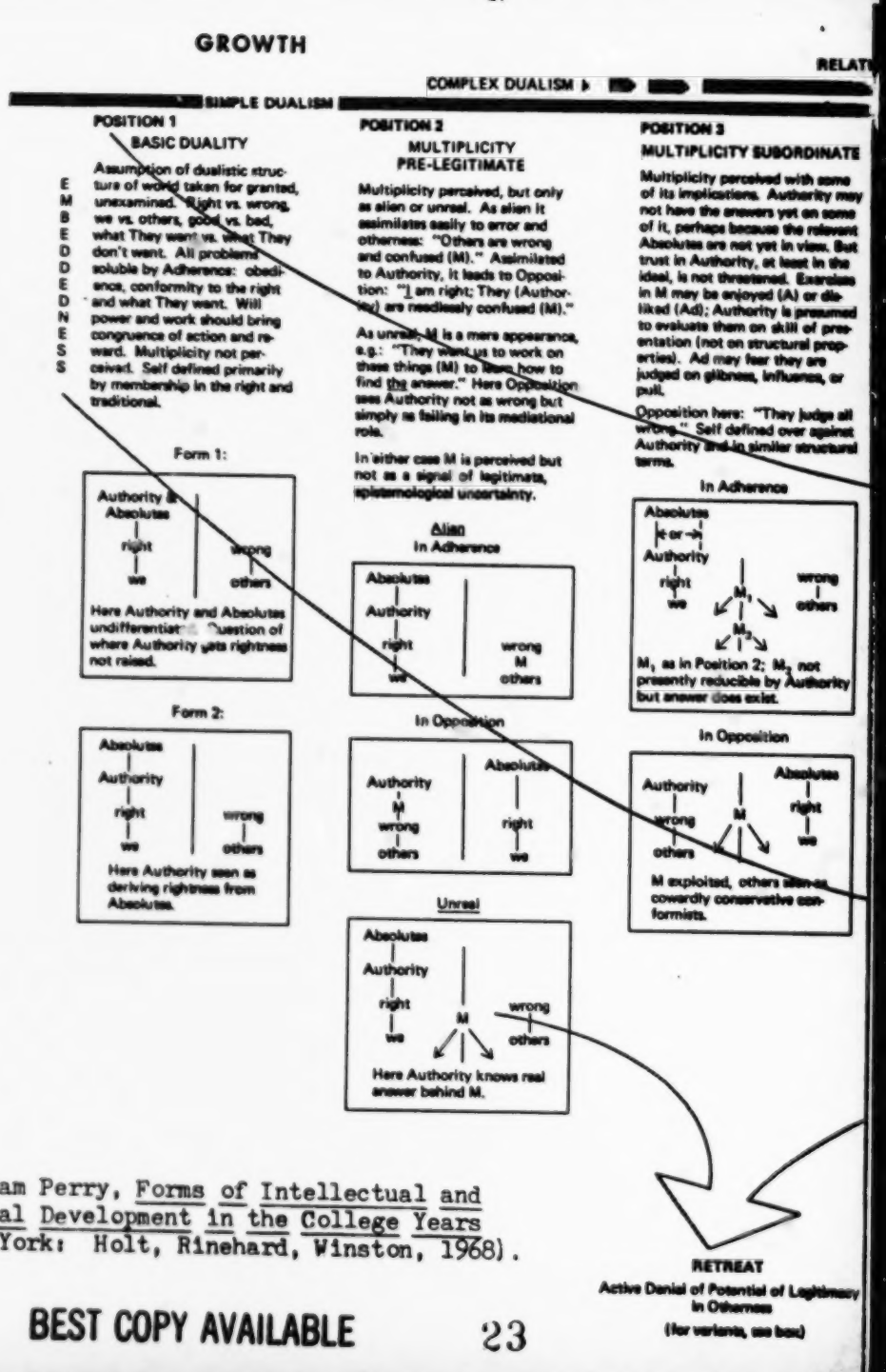
An active rejection of the implications for Growth by entrenchment in a defensive variant of Position 2 or 3.

Structure

The relational properties of a world view, with special reference to the forms in which the nature of knowledge and value are construed.

Temporizing

A suspension of Growth (for a year) without recourse to the structurings of Escape.


GROWTH
RELATI
COMPLEX DUALISM
SIMPLE DUALISM
EMBEDDEDNESS
POSITION 1
BASIC DUALITY
Assumption of dualistic structure of world taken for granted, unexamined. Right vs. wrong, we vs. others, good vs. bad, what They want vs. what They don't want. All problems soluble by Adherence: obedience, conformity to the right and what They want. Will power and work should bring congruence of action and reward. Multiplicity not perceived. Self defined primarily by membership in the right and traditional.
Form 1:
Authority & Absolutes
right
we
wrong
others
Here Authority and Absolutes undifferentiated. Question of where Authority gets rightness not raised.
Form 2:
Absolutes
Authority
right
we
wrong
others
Here Authority seen as deriving rightness from Absolutes.
POSITION 2
MULTIPLICITY
PRE-LEGITIMATE
Multiplicity perceived, but only as alien or unreal. As alien it assimilates easily to error and otherness: "Others are wrong and confused (M)." Assimilated to Authority, it leads to Opposition: "I am right; They (Authority) are needlessly confused (M)."
As unreal, M is a mere appearance, e.g.: "They want us to work on these things (M) to learn how to find the answer." Here Opposition sees Authority not as wrong but simply as failing in its mediational role.
In either case M is perceived but not as a signal of legitimate, epistemological uncertainty.
Alien
In Adherence
Absolutes
Authority
right
we
wrong
M
others
In Opposition
Authority
M
wrong
others
Absolutes
right
we
Unreal
Absolutes
Authority
right
we
M
wrong
others
Here Authority knows real answer behind M.
POSITION 3
MULTIPLICITY SUBORDINATE
Multiplicity perceived with some of its implications. Authority may not have the answers yet on some of it, perhaps because the relevant Absolutes are not yet in view. But trust in Authority, at least in the ideal, is not threatened. Exercises in M may be enjoyed (A) or disliked (Ad); Authority is presumed to evaluate them on skill of presentation (not on structural properties). Ad may fear they are judged on glibness, influence, or pull.
Opposition here: "They judge all wrong." Self defined over against Authority and in similar structural terms.
In Adherence
Absolutes
Authority
right
we
wrong
others
M1
M2
M1 as in Position 2; M2 not presently reducible by Authority but answer does exist.
In Opposition
Authority
wrong
others
M
Absolutes
right
we
M exploited, others alien as cowardly conservative conformists.
RETREAT
Active Denial of Potential of Legitimacy in Otherness
(for variants, see box)

from:

William Perry, Forms of Intellectual and Ethical Development in the College Years (New York: Holt, Rinehard, Winston, 1968).

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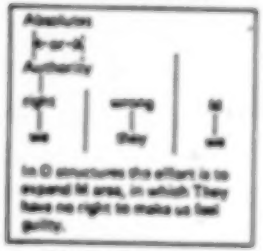
POSITION 4
MULTIPLICITY CORRELATE OR RELATIVISM SUBORDINATE

Duality restructured in complex terms: right-wrong vs. M. Absolutes may be doubted in M area or considered as inaccessible as to be impossible to bring to bear on human affairs in any reasonably foreseeable future. In M, therefore, "anyone has a right to his own opinions." M is acknowledged as relevant to self, by being confusing, liberating, intriguing, etc.

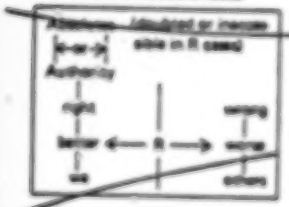
or

Relativism perceived in M and restricted to Authority: A(R). That is: Authority can make judgments in M on discernible relational suppositions to each other (coherence) or facts (congruence). However, this is still "how they want us to think," rather than a consequence of the nature of all knowledge.

Multiplicity Correlate:



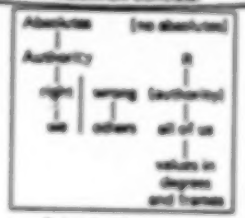
Relativism Subordinated:



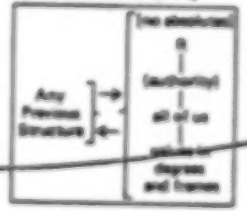
POSITION 5
RELATIVISM CORRELATE, COMPETING, OR DIFFUSE

Relativism perceived as way of perceiving, analyzing and evaluating, not because "They want us to think this way," but intrinsically. Authority perceived as authority in R. In R Correlate, world divided into those areas where Authority has the answers (e.g. physics or morals) and those in which R must be used (e.g. English papers). In R Competing, R perceived as applying to whole world (with binary answers a sub-class), but this world view alternates with a previous one. In R Diffuse, the most fully developed of these structures, R is accepted generally but without implications for Commitment.

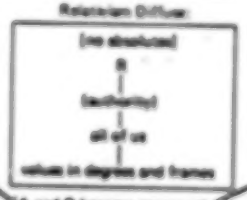
Relativism Correlate:



Relativism Competing:



Relativism Diffuse:

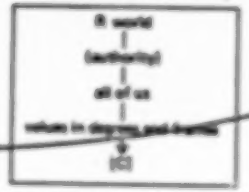


(M and O become conservative or progressive styles in R frame.)

POSITION 6
COMMITMENT FORESEEN

R accepted for all secular purposes including binary judgment and action. Commitment may be perceived as a logical necessity for action in an R world and/or "felt" as needed (with or without explicit statement of a logical necessity). The realization may bring various reactions: eagerness, ambivalence, dismay, sturdiness, turmoil, simple acceptance.

Commitment Foreseen:

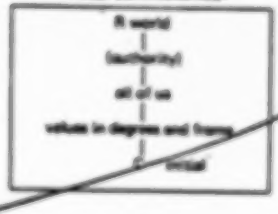


(C) added when a Commitment sensed as near.

POSITION 7
INITIAL COMMITMENT

First Commitment(s) or affirmation(s). Acceptance of their origins in self's experience and choices, some intimations of implications.

Initial Commitment(s):

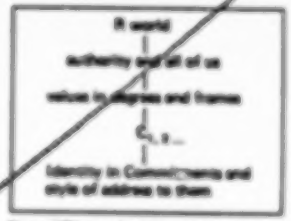


Note on religion: In Commitment involving a religious faith in an absolute, the same distinctions re Commitment apply (cf. theological distinction between belief and faith). The structural solutions for relating an absolute and relativism are varied and not outlined here, in all of them the crucial question for the integrity of the R-orientation is the attitude toward people with other absolutes.

POSITION 8
ORIENTATION IN IMPLICATIONS OF COMMITMENT

Some implications of Commitment revealed: tensions between feelings of tentativeness and finality, expansion and narrowing, freedom and constraint, action and reflection. Prospects of (or even experience of) membership with authority in areas of Commitment (values, address (brothers), occupation, etc.) Identity formed in both content of Commitment and in personal style of address to Commitment.

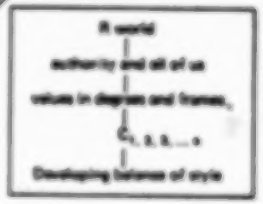
Implications Experienced:



Note: (C) may be added to any forms of 7, 8, (or conceivably even 9), if while advancing in most aspects of his life the student has kept some aspect(s) disconnected from the general advance without appearing to have investigated his personal growth.

POSITION 9
DEVELOPING COMMITMENT(S)

Commitments expanded or remade in new terms as growth. Balances are developing in the tensions of qualitative polarities of style, especially intersection of reflection and action. Acceptance of changes of mood and outlook within continuity of identity. Sense of being "in" one's life.



ACTUALIZATION

VARIANTS OF RETREAT

"Reaction": High anxiety, complaint, resentment vs. M.

"Dedicated Reactionary": Rightness, hate of Otherness, no overt anxiety. Has all answers for M.

"Negativism": Passive resistance vs. Authority, but no "issues" of one's own.

"Dogmatic Rebel": Identity in "issues" without contingent judgment. "Cause" determined by whatever Authority does to be against.

VARIANTS OF ESCAPE

Multiplicity	Relativism
Encapsulation of M (identity limited): Loose "tolerance" of M for Others so long as it serves A purposes or doesn't upset own A structure.	Encapsulation of R (identity limited): Relativism in M exploited for A purposes but never turned on A structure.
(Dependent) = Identity in carrying out assignments of external authority by obedience. (Outer directed) = Identity in carrying out assignments of external authority (or peers) by performance. (Inner directed) = Identity in autonomy. Moral problems all settled. May also find identity in performance.	
Loose cynicism: uses M to defeat all value statements (except affirmation of self as nihilist).	Rationalistic cynicism: uses R to defeat all value statements (except affirmation of self as nihilist).
Dissociation in M (identity dissolved): Uses M to wash out self, no intellectual exercise in process. Anything goes.	Dissociation in R (identity dissolved): Uses R to wash out self. The intellectual game, Commitment avoided.

TEMPORIZING

A prolonged pause (full year) within any of the above Positions, without evidence of advancement through structures of Escape.

ESCAPE

A setting for Positions 4, 5, or 6 by denying or rejecting their implications for growth.
(for variants, see box)

Note: Chart is abbreviated from the form used in Judges' experiments. Its main outlines will provide the reader with the shape of the scheme. Its detail, discussed orally with the Judges, can be most readily appreciated via the text of Chapter 5.

CHART OF DEVELOPMENT